



The RISE Institute

WEBINAR SERIES ON EARLY CHILDHOOD DEVELOPMENT

Webinar 1. What to
measure and monitor?



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OVERVIEW

**01. INTRODUCTION TO
WEBINAR SERIES**

02. DATA NEEDS

**03. AVAILABLE DATA
SOURCES**

**04. DATA AND SYSTEMS
CHALLENGES**

**05. HOW COUNTRIES CAN
DEVELOP ECD DATA SYSTEMS**

06. CONCLUSION

A photograph of a man and a young boy high-fiving outdoors. The man, on the left, is wearing a blue t-shirt and has a joyful expression. The boy, on the right, is wearing a tan school uniform and is also smiling. They are standing in front of a blue metal fence and a grey stone wall. The background shows some greenery and a bright sky.

INTRODUCTION TO WEBINAR SERIES

IN 2015, EARLY
CHILDHOOD
DEVELOPMENT WAS
INCLUDED IN THE
**SUSTAINABLE
DEVELOPMENT
GOALS**, IN
RECOGNITION OF ITS
IMPORTANCE IN
ERADICATING
POVERTY AND
HUNGER, PROMOTING
HEALTHY LIVES,
REDUCING
INEQUALITY,
FOSTERING ECONOMIC
GROWTH, AND
BUILDING PEACEFUL
SOCIETIES



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

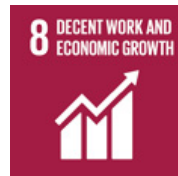


Target 4.2

Ensure that, by 2030, all girls and boys have access to quality **early childhood development**, care and pre-primary education so that they are ready for primary education

Indicator 4.2.1

Proportion of children **24 to 59 months** of age who are **developmentally on track** in health, learning and psychosocial well-being, by sex



GOAL

To inform and support data specialists and ECD leaders in the development or strengthening of national multisectoral ECD monitoring, evaluation, reporting, and policy and programme planning systems.

OBJECTIVES

01.

Build interest in, and commitment to, establishing and strengthening national multisectoral ECD monitoring, evaluation and reporting systems



OBJECTIVES

02.

Explain key processes and elements of national multisectoral ECD monitoring, evaluation and reporting systems

03.

Take stock of and unpack the ECD measurement landscape



OBJECTIVES

04.

Encourage countries to improve the quality of monitoring and evaluation (M&E) instruments, integrated ECD databases, and data use to help achieve SDGs related to ECD, inform regional and country ECD target setting for budgets (inputs), outputs, and outcomes, and, ultimately, improve and expand ECD programmes



OBJECTIVES

05.

Highlight the importance of linking and utilizing sectoral and multisectoral data to inform programmes

06.

Identify regions and countries interested in receiving more in-depth training workshops and/or technical assistance to establish or improve their existing national multisectoral ECD monitoring, evaluation, and reporting systems



PROGRAMME

Dates	Webinar	Panelists
14 September 2022	What to measure and monitor? Defining ECD data needs and available data sources and systems	Claudia Cappa, UNICEF Emily Vargas-Barón, RISE Institute
12 October 2022	Population-level data and measurement of ECD: Global monitoring and reporting within the SDGs and collecting data through household surveys	Claudia Cappa, UNICEF Nicole Petrowski, UNICEF
30 November 2022	Overview of national multisectoral ECD monitoring, evaluation and reporting systems	Carlos del Castillo, RISE Institute Emily Vargas-Barón, RISE Institute Kristel Diehl, RISE Institute

More dates in 2023 – Suggestions on topics and proposals on sessions are welcome



TODAY'S DISCUSSION

- ECD data needs and how to match these needs with available data sources, measures and systems.
- Uses, differences, strengths and limitations of different data types.
- Introduction to national multisectoral ECD monitoring and evaluation systems.

A photograph of two young children, a boy and a girl, smiling and laughing. They are positioned in front of a blue chalkboard that has some faint, illegible chalk writing on it. The boy is in the foreground, slightly to the left, and the girl is behind him to the right. A semi-transparent white box is overlaid on the bottom left of the image, containing the section header.

02. ECD DATA NEEDS

WHAT SHOULD AND WHAT CAN WE RELIABLY MONITOR?

What are and how can we define our ECD data needs?

How can we match them to available data sources,
measures, and systems?

Data needs for advocacy

- How are children faring in terms of different measures/indicators (ex. education attainment, child protection, developmental delays and difficulties, etc.) and has this changed during a given time ?
- Are there disparities in outcomes depending on background characteristics of children and their families?

Data needs for service response

- Are children accessing services?
- What challenges and barriers to providing inclusive services are different professionals experiencing?

Data needs for long-term solutions

- What types of ECD programmes are most beneficial and effective in meeting the needs of children and their families?
- How well do these programmes work across settings and for different groups of children? How cost-effective are these programmes?
- What types of evidence-based and culturally-derived or culturally-appropriate ECD programmes are needed to meet the prevailing needs of young children, their families, and their services?

Population-level data

- Insights about children's well-being overall at population level; compare groups of children (across or within countries)
- Methods at the population level: direct developmental assessments, parent/caregiver and preschool teacher reports, observations of child and interpersonal interaction – with limitations related to implementation constraints and levels of precision

Programme and child-level data

- Conducting national systems and early childhood intervention services for developmental screenings, comprehensive developmental assessments, and other ways of identifying children with developmental delays and difficulties.
- Methods at the individual level: direct developmental assessments, parent/caregiver and preschool teacher reports, observations of child and interpersonal interaction

A young girl with dark hair and a pink bow is climbing a colorful playground structure. She is wearing a white shirt and is smiling at the camera. The structure has yellow and red bars. The background is a clear blue sky with some clouds.

03.

AVAILABLE DATA SOURCES

Complementarity of data sources

Household surveys

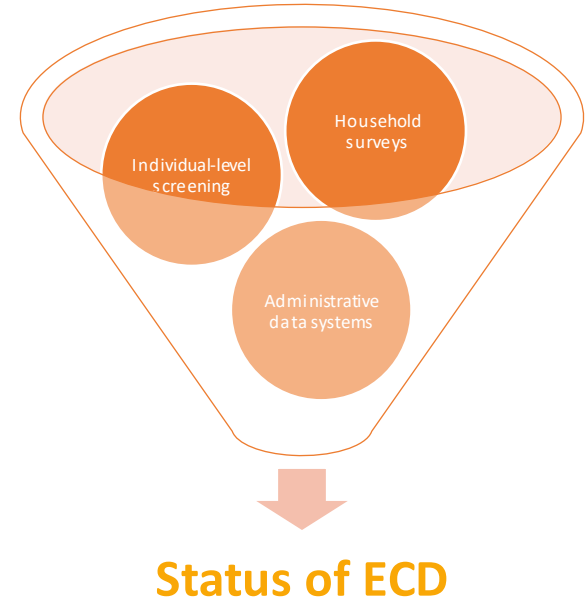
Gather in-depth information on the lives of young children and the environments in which they live
Can capture the multi-dimensional nature of ECD

Administrative data systems

Provide valuable information on demand/supply/outreach of services
Challenge of incomplete/missing data
Weak systems of governance
Lack of training, supervision, and follow-up for data collectors at the local level and regular and timely transmission to databases for analysis (all sectors)

Individual-level screening

Lack of low-cost national child developmental screening systems with scheduled screenings and referral systems to early childhood intervention systems for assessment





04.

ECD DATA AND SYSTEMS CHALLENGES



MAJOR CHALLENGES

- **Lack of readily available data** essential for preparing ECD policies and costed action plans
- **Lack of progress in birth and civil registration systems**
- **Conflicting data for indicators** and a lack of understanding about why this is the case (MICS/DHS household data vs national statistics and special studies)
- **National policy and programme planners lack needed data** that are often placed in separate sectoral data sets
- **Out of date national data on ECD indicators** and data that are poorly gathered, analyzed and interpreted – lack of reporting
- **Most countries lack a national system for multisectoral ECD monitoring, evaluation, and reporting** needed for policy and annual programme and budget planning
- **Few national child tracking systems exist** to plan and provide services for children with developmental delays and difficulties and their families



05.

HOW COUNTRIES CAN DEVELOP THEIR MULTISECTORAL ECD M & E SYSTEMS

How can countries begin to improve the gathering, analysis, and use of ECD data?

01.

Identify your country's data needs for ECD policy and programme planning, including sectoral, multisectoral and integrated ECD services, using a lifecycle approach

02.

Work with sectoral database managers to identify and assess the current status of ECD indicators, their sources, data collection procedures, analysis, interpretation, database management, and reporting systems

03.

Study the linkage (or lack thereof) and current uses of ECD data for planning and conducting national ECD services that are sectoral, multisectoral or integrated

04.

Study the national ECD coordination system(s) at national, provincial and community levels and identify their needs for ECD data for planning and budgeting

What types of data could they or do they use?

01.

Sustainable Development Goal indicators, metadata and online databases

02.

Population-level data from household surveys and major international databases: UNICEF, UNESCO Institute of Statistics, World Health Organization, World Bank, ECD Countdown 2030

03.

Regional databases: OECD, European Union, regional banks, emerging ECD databases, e.g., Pacific Regional Council for ECD (PRC4ECD), Organization of American States (OAS), Inter-American Observatory on Culture, Education and Early Childhood (CERLALC)

04.

National databases: Educational Management Information Systems (EMIS), Health HMIS, Social/Child Protection PMIS, special national demographic, health, education and social surveys to secure reliable data for monitoring national ECD policy and sectoral policy implementation

How can countries develop national ECD multisectoral M&E systems?

01.

Study national data needs and existing databases: bureaus of statistics, EMIS, HMIS, PMIS, and all other relevant databases, and assess the capacity and level of training of data personnel re ECD

02.

Identify all ECD indicators currently used that are linked to specific ECD programmes, services and activities included or to be included in the national ECD policy

03.

Establish an ECD data planning group and its objectives to create an interagency ECD data plan and agreement to develop a **multisectoral ECD database** of shared existing data for the use of all

04.

Design the multisectoral ECD monitoring and evaluation system with an integrated database, templates, and procedures for analysis, reporting, and the distribution of special reports for policy, programme and budgetary planning

What are the main component parts of national ECD multisectoral M&E systems?

01.

Establish a permanent Interagency ECD Data Committee to maintain a multisectoral ECD M&E system with an integrated ECD database and strong interagency collaboration and quality assurance and strengthen birth and civil registration

02.

Create an official Interagency ECD Data Agreement to implement the plan for the multisectoral database

03.

Formally establish the Multisectoral ECD Monitoring and Evaluation System and its integrated database with a limited number of initial indicators and data sets as Phase 1 for implementing the full system

04.

Design an online ECD Dashboard to ensure data availability while holding webinars to train policy and programme planners, ECD personnel, and others how to use the system



Programme-level M&E systems

01.

All ECD programmes need internal monitoring and evaluation systems to measure programme inputs, outputs, processes, and outcomes

02.

Large ECD programmes require short-term or longitudinal external evaluations using randomized control trials, and sequential mixed-methods approaches, as possible

03.

A national child tracking system linked with a national developmental screening system, is needed to ensure children with developmental delays and difficulties are identified early and receive timely developmental assessments and ECI services

Sharing our experiences:

- Participatory planning: bottom up/top down and sharing horizontally
- Share M&E methods, procedures, instruments, innovations, and lessons learned





06.

CONCLUSION: What do YOU want to do?



unicef 
for every child



THANK YOU